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Project ABLE is an experimental program designed to identify and to encourage potentially able pupils from culturally deprived or low socio-economic backgrounds to complete appropriate programs of secondary education.

Students from the seventh and twelth grades from culturally poor or unhappy homes were selected by principals and faculties of schools in the Buffalo school district. The selection was based on such criteria as school records, teacher recommendations, and intelligence tests. The staff of the project (teachers, counselors, and psychologists) met with groups of students before and after school. The project provided various remedial and advanced courses and language courses, and formed clubs of interest to the students. Counseling was undertaken in group sessions, on an individual basis, and with the parents of the students. The last session was carried out by a home-school coordinator who had achieved some success in convincing parents of the value of higher education. The community was enlisted for aid, and many outside lectures and tours were organized. The project has led to some positive results, especially in instilling a regard for education among the students. Project ABLE, with expanded facilities and modifications, will continue in 1964-65.

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BOARD OF EDUCATION
BUFFALO, NEW YORK

Progress Report

for 1963-64

Describing

the

Project ABLE Program

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U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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Joseph Manch
Superintendent of Schools

Dwight E. Beecher
Associate Superintendent

Jonah D. Margulis
Project Director

August 1, 1964

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BUFFALO, NEW YORK

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August 1964

Progress Report

for 1963-64

Describing

the

Project ABLE Program

Conducted in Cooperation with the

NEW YORK STATE EDUCATION DEPARTMENT

with the support of funds

appropriated under provisions of the

State Education Law, Subdivision 15, Section 3602

by

The Board of Education, Buffalo, N. Y.

Title of the Local Project: GUIDED TALENT PROJECT

Legal Designation of School District: BUFFALO CITY SCHOOL DISTRICT

Popular Name if Different: BUFFALO PUBLIC SCHOOLS

Address of School District: BOARD OF EDUCATION, CITY HALL,
BUFFALO, N. Y. 14202

Local Coordinator of Project (Person in Charge of Project):

Name: Dr. Jonah D. Margulis Title: Director

Progress Report Prepared by: Dr. Jonah D. Margulis

Approved: _____ Date: _____
(Superintendent of Schools)

GUIDED TALENT PROJECT

Buffalo Public Schools

An Experimental Program Designed to Identify and to Encourage Potential Abilities Among Pupils from Culturally Deprived or Low Socio-Economic Backgrounds, for Completion of Appropriate Programs of Secondary Education.

I. Nature of the Group and Their Problems

A very large part of the population of the city of Buffalo living in the central area of the city is characterized by cultural deprivation and low economic resources. About one out of every five of the children in our schools lives in this congested area. At present it is a section of substandard housing, high population density, high rates of negative social factors such as crime, delinquency, disease and passive citizenship. Much of the population consists of people who have settled in the city during the past ten to fifteen years. They are escaping from rather hopeless social and economic situations in other parts of our country and as yet have not been fully assimilated into the community. To a great extent they are bewildered and without personal or economic resources to help them adjust to the ways of the larger community. Without help they will long remain much as they were before migrating, and our community will have problems rather than resources in this part of the population.

The boys and girls who are a part of this population operate under many handicaps. Unfortunately they often are influenced by patterns of living which are negative in their effect. Patterns of persistence toward deferred goals are too frequently lacking in their social contacts. Backgrounds of accomplishment, aspiration and ambition are unfamiliar to them. Too often they are subject to attitudes of defeat, surrender, and frustration. Potential for growth struggles against discouraging odds, and frequently aspiration fades early; the desire to achieve is overwhelmed before it gathers strength to overcome even minor obstacles. The rate of "school leaving" among children of culturally deprived groups is considerably higher in comparison to this rate among the middle income groups in both the academic and vocational schools of the City of Buffalo.

Several large segments of the population of Buffalo have retained the rich cultural heritage of their European forbears. Although of higher economic and social status within their own groups, they often find it difficult to identify with the larger community and need opportunities to broaden their knowledge of other cultures. In these groups, too, the dropout rate is disproportionately high.

This program, therefore, has been designed to identify and to encourage potential abilities among pupils from culturally different or low socio-economic backgrounds as well as assisting them to complete appropriate programs of secondary education.

II. The objectives of Buffalo's Project

To discover better ways of identifying and developing the able and talented children among the disadvantaged;

To help able students to overcome the inertia of family backgrounds and neighborhood customs;

To better acquaint able students with the cultural aspects of an improved socio-economic status;

To increase the motivation of able students to improve their socio-economic condition;

To encourage able students to set worthy goals and persist in efforts to achieve them;

To raise the achievement level of able children;

To increase the interest of able children to remain in school and finish high school;

To help able high school children to make choices of vocations commensurate with ability and interests;

To increase the interest of able children to go into preparatory courses beyond the secondary level;

To encourage families of able students to assist the students to remain in school and realize their potential for achievement;

To discover talent in specialized areas of culture and to help the talented to develop those abilities;

To help able students to develop and exercise leadership abilities.

It is expected that this long-range program of guidance, instruction, supervised study and cultural experiences will result in better adjusted pupils with ambition, inspiration, and strength to achieve a greater degree of self-development. With help in overcoming their difficulties, their personal and social problems, it is hoped that these talented pupils will remain in school, graduate and seek through training and industry to attain a high degree of economic, social and personal success.

III. Selection

Students to be offered the opportunities of this program have been selected by the principals and faculties of the schools involved and their feeder schools, with the aid of Director of the Project and the Project's Home-School Coordinator. The students were inducted into the program as they met the requirements. With the aid of the Central Office Project Advisory Committee, principals, guidance counselors, faculty members, and the Project Director, criteria were established in each school in which the program operates.

These criteria have been modified to some degree in each school in which the Project is carried on, but basically they consist of school records, teacher recommendations, interests, achievement and intelligence and aptitude tests, as well as recommendations from agencies outside of the schools and applications from the pupils.

The criteria suggested for use by community agencies were leadership ability and special aptitude in music, art, athletics, etc. The self-referral technique was a highly successful approach that was instituted at one of the schools in 1962 when referrals submitted were found to be too few in number. These self-referred pupils were screened by the committee, and if qualified, were included in the Project. The use of this method produced a number of outstanding Project pupils and it is planned to use this method on a similar scale in the Project schools in the future.

In addition to securing parental approval for their child's participation in the program, special consent was obtained for after school activities.

When evaluation techniques were used for determination of successful candidates for the program, adaptations were made depending on the socio-economic backgrounds of the students. Opportunities to qualify were offered and participation in the program was in many cases the determining factor for continued acceptance.

Thirteen groups of pupils have been organized in grades seven through twelve inclusive, in an academic high school, in a vocational high school, and in two junior high schools. As graduates leave the Project, new candidates are added to the respective groups. During the 1963-64 school year the thirteen grade groups comprised 451 students, of which 60.0% were male students.

Because of the relatively great number of recommended candidates for the Project submitted by feeder schools, the Home-School Coordinator has asked feeder school principals to use family background as well as potential ability as indicators for placement in ABLE at School #37. Pupils from broken homes receiving welfare assistance were selected before pupils who lived with both parents, either or both of whom may be working.

Buffalo's program involved pupils from the following schools: Clinton Junior High School, grades seven through nine; School #37, grades seven and eight; and East High School and Emerson Vocational High Schools in the ninth through twelfth years.

Many of the pupils leaving Junior High Schools enter the Project high schools so that it is possible for some of these pupils to be continuously involved in the Guided Talent Project for five years.

The following table indicates the number of pupils, their grade placement and the schools:

PUPILS INCLUDED IN PROJECT ABLE
By Grade, School and Sex 1963-1964

Grade	School 37		Clinton Jr. High School		East High School		Emerson Voc. High School		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
7	15	22	15	17					69
8	15	19	15	18					67
9			20	12	15	28	35	-	110
10					13	20	40	-	73
11					13	25	30	-	68
12					14	20	30	-	64
Totals	30	41	50	47	55	93	135	-	451

IV. Personnel of the Guided Talent Project

A. The Director, the School Social Worker, and the part time clerk are the only additions to the normal school staff utilized in operation of this program. However, a large amount of advice and assistance has been given throughout the Project by members of the Supervisory and Administrative Staffs in the Instructional and Research Divisions.

The principals of each of the four schools have appointed a committee to coordinate the activities in each school. Each committee is coordinated by an experienced staff member, and includes designated home room teachers and various subject specialists assigned to each school.

B. Criteria used in assigning staff members to Project ABLE

Experience as well as interest in working with the pupils in Project schools were basic requirements in assigning the staff members as group leaders. These leaders, all volunteers, conducted sessions in their own specialized field. In some activities such as Future Teachers of America, remedial speech, drama, etc., the group leaders had an interest in these particular areas and the ability to work with and motivate the pupils in their respective groups.

C. Staff involved in Project

1.

Position	Number Full-time	Number Part-time
Regular teachers	-	49
Guidance counselors	-	8
School psychologists	-	3
Remedial reading specialists	-	3
School-Home Coordinator (School Social Worker)	1	-
Psychologist and Director of Project	-	1
	1	64

2. The following activities or materials were used to create a more favorable image of the disadvantaged child in general.

   a. monthly staff meetings
   b. monthly coordinator's meetings
   c. class visitation by parents for teacher-parent contacts
   d. Books and reproductions of selected articles from magazines and journals were circulated among Project personnel
   e. Conferences, as needed, involving Project Director, Home-School Coordinator, and School Psychologist

3. The Home-School Coordinator visited the homes of the pupils and established a favorable relationship between the pupil, home and school. As difficulties arise she followed up cases suggested by the guidance counselor and study class teachers, and made reports and suggestions to them. This specialist also made needed contacts with other community agencies and worked closely with those that are involved with the students in the program.

V. Activities, Services, and Provisions Developed for Pupils

A. The candidates selected in each of the schools were given a series of orientation talks. Parents or guardians of those pupils desiring to participate in the program were contacted and the program's objectives were explained to them. After their consent for the pupil's participation was obtained, the pupil was placed in a group which met before, during and/or after school hours.

The activities of each group were planned by the teacher-leader, the counselor, and the pupils in the group, with the guidance of the principal and program director.

School staff personnel directly involved in the activities with Project pupils indicated on a standardized form the nature of the activity, work covered, pupils present, time involved, etc. These completed forms are, in effect, a log of all activities in and out of school, with the exception of those activities that take place during the regular school day. These particular school activities were part of a sequence and were covered by individual report statements submitted at the conclusion of each semester.

Coaching teachers were utilized in those cases where the group leader - study teacher and the counselor determined that there was a need to provide special assistance to overcome academic handicaps and to assist in the development of talents. A supervised study period was under the direction of a study teacher who helped each pupil to do the homework that had been assigned, or to study subject matter that had been recommended.

Project pupils who displayed atypical behavior were referred to a team composed of the guidance counselor, the school psychologist, and the Project social worker and were given assistance in overcoming the behavior problem. The social worker engaged in follow-up study of each case, assisted in recommending fruitful approaches, contacted parents and social agencies, with a view to involving the home and community agencies in overcoming the particular problem.

The activities scheduled for the Project pupils during the school year 1963-64 are listed below. These activities were carried on before or after regular school hours in three of the schools. The fourth school, East High School, during 1962-63, had, in addition, Project activities scheduled during the regular school day curriculum. Project pupils at East High School on the four different grade levels attended a total of 128 sessions which were conducted by the four assigned study teachers. These teachers provided the pupils with the experiences with and orientation to the various cultural areas and aided in program planning, group guidance, and worked with the pupils in the supervised study periods. One study teacher conducted twenty-five discussion sessions on "Human Relations".

In some cases, Project subject matter programs were held both before and after the regular school day, e.g., Spanish at School No. 87 was scheduled for the same group of pupils from 8:00 a.m. to 8:30 a.m., and again from 3:00 p.m. to 3:30 p.m. All subject matter programs were not limited to one hour. A chemistry program, for example, was scheduled from 3:00 p.m. to 4:00 p.m., and often this session was extended until 5:30 p.m., by request of the pupils involved.

Specific Activies - 1963-64

1. Guidance counseling

a) Each pupil in the Project was counseled individually on an average of 1.5 times and participated in group sessions on an average of 3.75 times, after or before school hours.
b) Emphasis, in counseling sessions, was given in the following order to pupils:

1. with personal adjustment problems
2. who were unsure of their educational and occupational goals
3. who needed direction to develop their superior potential
4. in need of acquiring better work habits and in need of remedial work

c) Occupational or vocational choice, under-achievement, and personal problems, respectively, were major issues dealt with by counselors in grades 7 through 9.
d) Grades 10 through 12 counselors spent much of their time in conference with pupils in promoting an awareness of the pupil's potential and in attempting to enable them to overcome the lack of motivation resulting in underachievement, and alleviating inadequate home environmental created problems.
e) Major recurring issues or problems dealt with in guidance conferences were:

1. personal problems
2. educational and occupational orientation
3. underachievement
4. scholarship aid

2. Remedial reading services

<u>Remedial reading groups established</u>

Clinton Junior High School	4 groups	55 pupils
School #37	1 group	16 pupils
Emerson Vocational H. S.	2 groups	18 pupils
Neighborhood House (Saturdays)	5 groups	18 pupils

The total given above does not include the four groups of ABLE boys who meet two times each week for reading work at Emerson during school hours.

The S. R. A. Reading Kit was used by the leaders of this activity. This reading aid, purchased with Project funds, is not normally available to Buffalo schools.

At the onset of this program, the four Project schools did not have a remedial reading program. The normal procedure in schools where no remedial reading specialist is present is to refer the pupil to the school system's Reading Center for remedial work. If the pupil is accepted by the Center for remedial work, he misses a half day of regular school work each time he reports to the Center. Because the Reading Center is limited as to the number of pupils that could be aided, all pupils needing assistance do not have an opportunity to receive this aid.

Therefore, with the exception noted below, Project ABLE pupils might not have had this valuable service this year if it were not for Project funds. At East High School, after one full-time and one part-time remedial reading teacher were added to the staff, the number of students interested in the Project's after-school remedial class declined. This class was subsequently suspended. East High School now has two full-time reading specialists thus all ABLE pupils needing remedial reading work were placed in regularly scheduled reading groups.

3. Table I presents the broad range of activities, etc., engaged in by Project pupils. This table lists all activities that took place before or after school hours or on weekends.

French			
Spanish	3	9	1
Music App. -Cultural Orientation)			
Pupil Orientation Sessions)	56	925	5
Neighborhood House Tutoring Program*	23	310	
Totals	1045	12839	63

#Not all ABLE Members.

*Please see Appendix for details of this new activity.

TABLE I

PROJECT ABLE ACTIVITIES - 1963-64

ALL SCHOOLS

BUFFALO PUBLIC SCHOOLS

Activities Before or After School Hours or on Weekends

		No. of Activity Sessions Total	No. of Pupils Present at Sessions Total	No. of Activities Total
Remedial	Reading	99	988	7
	Math	102	747	7
	Science	47	403	2
	Social Studies	20	185	2
	History	58	657	2
	English	29	180	3
	Econ. World	12	99	1
Enriched	Math.	80	428	2
	Social Studies	42	458	2
	Science	41	575	4
	Language Arts	13	82	1
	Future Engineers	16	256	1
	Science Club*	28	570	1
	International Relations Club*	13	90	1
	Drama Club*	51	591	1
	Future Business Leaders Club	14	103	1
	Future Teachers of America	86	1331	3
	Scholarship Group	6	50	1
	"Project Effort"	11	172	1
	Charm and Career Club	31	783	1
	4-H Club*#	5	1240	1
	Reading Skills	48	474	1
	Communications Skills	41	395	1
	Newspaper	28	185	2
	Office Practices	6	31	1
	Study Hall - Supervised Study	13	117	3
	Exam Prep. (Various Subjects)	19	175	3
	Latin	6	45	1
	French	18	205	1
	Spanish	3	9	1
	Music App. -Cultural Orientation) Pupil Orientation Sessions)	56	925	5
	Neighborhood House Tutoring Program*	23	310	
	Totals	1065	12859	63

#Not all ABLE Members

*Please see Appendix for details of this new activity.

TABLE I. (continued)

SERVICES	No.	No. of Pupils Present at Sessions
Group Guidance Sessions	34	768
Multiple Counseling Sessions	36	257
Individual Guidance Contacts	470	468
Individual Psychologist Contacts	91	67
Parents Involved in Program	15	-
Faculty Psychologist Conference	24	-
Home Visits	248	-
Staff Meetings	33	-
Community Resources Used	95	1623
Community Resource Persons Used	28	-

4. The multitude of resources that the Buffalo area has to offer enabled the guidance counselors and the Project group leaders to enrich their programs and to give pupils first-hand experiences in the pursuit and development of broader interests. The field trips which were made by Project pupils and leaders are also indicated in Table II.

Trips for acquaintance with aspects of our culture have been arranged - these involved experiences with suitable concerts, dramatic productions, college campuses, restaurants and other experiences to better acquaint pupils with favorable activities which would raise their sights and favorably affect their economic and social values.

The general purposes of trips had been explained by the group leaders or the guidance counselor or by an invited "authority". Through discussions in the groups, suggestions from students, and others in the program and in consultation with the Project Director, suitable series of trips were scheduled. Preparatory information, attitudes and behavior patterns were taught in the study classes and when profitable, follow-up discussions were arranged.

Written reports*, oral presentations and some laboratory work in the classrooms were the end result of field trips correlated with academic activity groups, i.e., Social Studies, Science.

Many other field trips were organized to take advantage of Buffalo's resources which could be used by the counselors in career orientation and vocational information. All field trips were scheduled by the Director, school coordinators, guidance counselors, and the group leaders when they felt that the use of a community resource could most effectively supplement the Project's program.

5. School personnel, in addition to the teacher-leaders, who were available for individual contacts with Project pupils and their parents before and after school hours include:

Guidance counselors
Psychologists (exploratory program instituted March 1964)
Visiting teachers-school social workers

*A copy of one report has been included in the Appendix.

TABLE II

COMMUNITY RESOURCES USED FOR

CAREER ORIENTATION, VOCATIONAL ENRICHMENT

and

CULTURAL ENRICHMENT

Project ABLE.* 1963-1964

BUFFALO PUBLIC SCHOOLS

PART I	Pupils Involved TOTAL
Deaconess Hospital Laboratory	20
New Central Public Library	13
Fort Erie	17
Erie County Technical Institute	15
Albright-Knox Art Gallery	5
Science Facilities - U. of B.	3
Courts of Law in Buffalo	6
Scajaquada Creek Field Trip	16
Lancaster Farm Field Trip	10
Museum of Science	91
Kodak Plant - Rochester	60
Robert Moses Project - Niagara Falls	5
Historical Sites - Buffalo	5
Erie County Jail	40
Transportation Field Trip	55
Republic Steel Company	36
Federal Reserve Bank	22
Buffalo Evening News Plant	25
Cooking School - Art Gallery	3
Municipal Airport Kitchens	6
Evangola Field Trip	43
Ellicott Creek Field Trip	173
Park Lane Kitchens	7
Hotel Statler-Hilton Food Areas	6
Paul's Pie Factory - Lippes Bakery	13
Indian Reservation	92
Lockport-Niagara Falls Trip	5
Quantity Foods - Field Trip	7
Slaughtering House	7
Medical Research in Buffalo (film)	20

TABLE II (continued)

PART II	Pupils Involved TOTAL
Twelfth Night	10
Pittsburgh Symphony Concert	31
Phaedia (Greek Concert)	61
Marine Band	106
La Traviata	32
The Messiah	37
Igor Gorin Concert	45
Opera Selections - U. of B.	34
Joffrey Ballet	31
Concerts - Kleinhans Music Hall	33
Spanish Dancers	38
Ballet Workshop	94
Henry V	42
Julius Caesar	92
Hamlet	15
Napoleon & World II (Films)	21
De Los Angelos Recital	18
Poetry Lecture - U. of B.	4
MacBeth	16
Music Man	5
Bachauer Concert	48
St. Clef's Choir	34
Total Pupils	1623

6. All eighth grade Project pupils at School #37 were placed in the same homeroom. The music teacher, who was also the school's ABLE cultural coordinator, is their homeroom teacher.

7. Ninth grade Project pupils at Clinton Junior High School were also placed in one homeroom.

8. A record player with multiple attachments for ear phones was placed in a corner of the Emerson Vocational High School library. Project pupils selected records from the librarian and listened to them as part of a coordinated music enrichment program established by the school's music instructor.

   If pupil interest in this "listening corner" increases, additional record players and selected records will be obtained from the Audio-Visual Director of the School System for use in the other Project schools.

9. The supervised study room activity in each of the schools had been expanded in order to provide additional adequate study area and assistance to pupils of the Project.

10. The Project's Home-School Coordinator was directly responsible for the creation of a 4-H Club unit at East High School and obtained members of Central Presbyterian Church to serve as unit leaders in this New York State sponsored youth organization. The attendance at these sessions was at times approximately 100 girls, many of them ABLE members.

11. The facilities of Neighborhood House, a community agency and S.U.N.Y.B. students were used in a cooperative effort to provide after school and Saturday morning tutoring sessions to prepare pupils for the final school examinations. The Directors of the various subject areas furnished numerous copies of past examinations and textbooks in the different subjects to be used by the lay tutors and the pupils.

12. The pupils in Project EFFORT, involving a small subgroup of Project ABLE students at School #37, tutored 34 non-Project pupils once a week under the supervision of the teacher-leader.

13. More than 100 new books including biographies, and books in the areas of physics, science, mathematics, and biology were collected from Supervisors and Directors of the Board of Education to be given to pupils as awards for excellence of work or for their attitude toward specific subjects.

14. Guest speakers

Assembly programs with the theme, "Building Better Citizens", which was begun in the 1962-63 school year, were held at School #37 for all the 7th and 8th grade pupils and at Clinton Junior High School. Primarily a career orientation program and coordinated with group guidance activities, the format of each program was to present successful Negroes in the community and to have them tell about their background, educational goals, and different ways that they were able to achieve their goals. Question and answer sessions followed each presentation.

The panel members whose backgrounds varied widely were selected from these professions or occupations:

Detective, clergyman, housewife, aero engineer, stock-broker (female), attorney (female), cellist (with the Buffalo Philharmonic Orchestra), architect, head of a department store display section, professional football player, psychiatric social worker, mortician, barber, teacher of practical nursing at a vocational high school, a registered nurse, a senior veteran's counselor, a probation officer with family court, and the first Negro principal in the Buffalo School System.

Representatives of the following career areas were added this year to our list of Negro volunteers who have participated in panel discussions, in groups of three or four, in the schools:

technician on open heart surgery team
minister
dentist
disc-jockey
mathematician
mechanic
laboratory technician (cancer research)

The reader is referred to the appendix for additional material concerning these panel discussions.

B. Activities, services, provisions developed for parents

1. The need of parental involvement in Project activities has been recognized since its inception. Home visits have been made by staff members as well as the Project social worker to interpret Project aims and to enlist parents' cooperation.

These personal contacts have been instrumental in establishing the favorable relationship that now exists between the home and school.

Case work help has been offered parents with serious personal problems. Undesirable attitudes towards children have been modified, and many parents have gained greater insight into their children's potential for achievement, with emphasis on positive rather than negative qualities in their children.

2. Homes of all "new" Project pupils were visited at least once to orient the parents as to the philosophy of the program.*

   A total of 248 homes were visited by the Home-School Coordinator. This total does not include an additional nine per cent or 24 homes that were visited more than once.

3. The percentages of parent-school personnel conferences ranged from 18% of total families involved at Emerson Vocational High School to 25% of total families with children in the Project at Clinton Junior High School.

   Although all Project parents received communications inviting them to come to the school to discuss school based problems, if any, with school personnel, it was frequently necessary, if parents could not meet with school personnel, for the Home-School Coordinator to visit the homes and act as intermediary.

   Conferences generally conducted by guidance counselors with appropriate faculty and Pupil Personnel Division members were held as needed.

4. A noticeable increase in interest of parents in accompanying Project pupils took place this year. It was possible to allow many more pupils to attend cultural events because of the availability of additional supervisory persons, yet no additional costs were incurred.

5. At a parents' meeting at Clinton Jr. High School, representatives of 73 families from a total of 95 families represented in this school's Project, sat in classrooms and observed demonstrations, etc., by ABLE pupils. At a general meeting after the sessions, the importance of higher education was stressed by the Director, the Principal and Project Coordinator of the school.

6. School #37 parent meeting at Neighborhood House to acquaint parents with the special services to be offered by the school in conjunction with Neighborhood House, fifty per cent of the families were represented. Mr. Hawayek and Mrs. Tabachnick led the group discussions.

*A detailed report of the Home-School Coordinator is included in the Appendix.

7. East High School meeting of parents to discuss organization of 4-H Clubs. Approximately ten per cent of the Project families were represented, or, twenty per cent of the families with female pupils were represented.

8. Communications, materials, etc. sent to Project ABLE homes.

   a) Letter to homes describing philosophy of Project ABLE and requesting permission for pupil to participate in Project activities.
   b) Letters and communications sent to parents inviting them to visit Project activities have resulted in a significant increase in parent-staff contacts.
   c) The N. Y. State publication, "Help for College Education" was distributed to parents of Project pupils.
   d) Newsletters prepared by Project groups were distributed to parents.
   e) Communication to parents concerning the Neighborhood House program.
   f) Communication to parents of female pupils announcing an organizational meeting of 4-H.

C. Activities, services, provisions developed for staff.

1. In each school, meetings of the Project staff were held periodically and, in addition, many informal discussions providing for the exchange of ideas and experiences in each school took place. The Director apprised the staff of timely cultural events and other broadening activities in which the Project pupils could participate, and encouraged the professional growth of the staff by recommending and purchasing appropriate books for the staff as well as the school libraries.

2. Staff meetings at all Project schools were held to discuss program needs and evaluate activities. The Project Director and School Social Worker were present at many of these meetings to relay information, distribute material, and assess advances.

3. Monthly meetings of the four coordinators of Project schools were scheduled by the director and School Social Worker, to coordinate the program and to compare and exchange ideas.

4. Questionnaires, similar to those distributed last year, were again given to all coordinators and guidance counselors. These questionnaires related to reactions of the teachers and the staff as to what they believe are the strengths and weaknesses of the program, and solicited recommendations to provide a basis for in-school staff meetings to upgrading procedures.

5. As in the past, the Director of the Project met each week with temporary or probationary teachers at the Demonstration School. These new teachers spend a week of intensive inservice training with master teachers to better prepare them to work with pupils from disadvantaged areas. Approximately 325 teachers of grades K through six attended in groups averaging ten to fourteen in size. Discussion centered on resources within the School Department to allow every child, regardless of background, to have an opportunity to achieve his maximum potential.

6. We have found that the use of lay persons, as panel members in the series of "Building Better Citizens" programs, was extremely effective in motivating new as well as some of the more experienced Project and non-Project personnel to have a better understanding of the nature of the handicaps some of these successful people were able to overcome.

D. Services and activities provided in support of ABLE by community agencies, services or representatives.

1. Neighborhood House, a Red Feather Agency, cooperated on the housing of a tutoring program.*
2. 4-H Club of Erie County Extension Service Assoc., helped ABLE organize and operate a series of 4-H Club meetings at East High School.*
3. Central Presbyterian Church sent volunteers to act as adult leaders for East High activities.
4. New York State operated Youth Opportunity Home accepted a Project ABLE boy.*
5. P. T. A. of School #37 helped organize a clothing distribution program.
6. N. Y. State University College at Buffalo supplied tutors from student body for tutoring programs.
7. Western New York Chapter of the American Chemical Society offered services of members of their Chapter for any purpose that Project guidance counselors and leaders of science and mathematic activity programs would feel beneficial to Project pupils.
8. The Chairman of the Department of Music of the State University of New York at Buffalo has again donated hundreds of tickets for concerts and other musical programs at Baird Hall.
9. The Niagara Lutheran Home, sponsors of the Great Artist Series at Kleinhans Music Hall has also donated hundreds of tickets for various programs in this series to Project ABLE pupils.
10. A Negro professional group donated fifty dollars ($50.00) to be used for the purchase of science equipment for a Project ABLE science activity group at School #37.
11. The Urban League of Buffalo gave complimentary tickets for some of their cultural programs.

*Detailed reports of these services and activities, and additional ones are included in the Appendix.

12. The complete library in a mansion that was to be demolished was given to Project ABLE at East High School for distribution to Project pupils.

13. An East High School Project pupil was placed in Buffalo's Youth Opportunity Home through the efforts of the Project's social worker.

VI. Outcomes

A. Evaluation Methods Used:

1. Case Studies
2. Comparison of past and present class grades
3. Comparison of past and present attendance and tardiness records
4. Comparison of standardized achievement test scores
5. Teacher, counselor, psychologist, and Home-School Coordinator reports
6. Kuder Preference Record (Occupational) indicies
7. Individual conferences with pupils and staff members.
8. Number of applications submitted to post-high school institutions (For example: - there has been a 100% increase in submission of applications with a 300% increase in acceptance of pupils by post-high school institutions)

B. Results obtained in appraising changes:

1. Academic achievement:

   a) Fourteen "poorly motivated" pupils in a remedial reading session showed improvement of up to 3.5 grade levels with an average increase of 1.3 grade levels for a period of seven months. (Calif. Sr. High School Read.)
   b) A group of eleven 7th grade pupils with a median grade level of 6.2 in reading reached a median grade level of 7.2 after 38 sessions. (Stan. Ach.)
   c) Please see Section E in the Appendix for additional information.

2. Attendance - 33 weeks

   a) Experimental group (ABLE) $\bar{x}$ - 3.7 days absent; control group $\bar{x}$ - 6.0 days absent
   b) Tardiness - Experimental group $\bar{x}$ - 4 times tardy; Control $\bar{x}$ - 4.6 times tardy

3. Attitudes and interests

   Please refer to letters and comments from faculty members in Section E in the Appendix.

4. Other:

In addition to the material dealing with this section and found elsewhere in this report, we add the following:

a) The number of graduates of Emerson Vocational High School has increased as seen in the following table

1960-61	62 graduates	9.5% of entering freshmen
1961-62	74 graduates	12.0% of entering freshmen
1962-63	89 graduates	14.0% of entering freshmen
1963-64	120 graduates	20.5% of entering freshmen

The principal of Emerson Vocational High School gives Project ABLE credit for the increasing percentage of graduates since the inception of the Project in his school even though the number of incoming pupils remains constant. Also significant is the fact that 42 seniors have submitted application forms requesting placement in institutions of higher learning. This is almost double the number that applied during 1962-63.

This latter fact alone leads us to assume that the Project pupils, on the whole, now have a greater interest in furthering their education and in the selection of a career, than those with equal potential, who have not been involved in the activities sponsored by this program.

b) We have expanded our program to involve almost double the number of pupils participating in 1962-63.

c) We have increased our activity sessions by 33 per cent.

d) We have involved numerous community agencies and lay persons to aid us in our endeavors.

e) Items a, b, and c above have resulted in significant reduction in the cost per pupil for Project activities and services.

f) Community response, particularly among those working professionally with children, has been most gratifying and can be summed up by this quotation from a letter from a community leader: "Many of us have long shared your department's deep concern over the tragic waste of those talents which a number of our youngsters have, but which go unrecognized and unnurtured---We take real pleasure in your initiation of this most welcome program and, with our congratulations, extend our most sincere wishes for its rapid and sound development."

g) The improvement in attitudes, work habits and intellectual curiosity as indicated by the voluntary comments from parents and teachers which are to be found in Section E of the Appendix, further fortifies our belief in the importance of programs such as Project ABLE.

h) Some outcomes which were not hypothesized in the original proposal yet seemingly are outcomes of the Project's procedures are:

(1) the increasing participation in the Project's activities by parents
(2) the expansion of and duplication of some of the Project's activities and services in non-school facilities which were conducted by lay persons.
(3) the intensification of the use of library facilities as indicated by the following figures from Emerson Vocational High School

	June 1959	June 1964
Total circulation	2894 books	8165 books
Total attendance	6329 student visits	13467 visits

(4) the encouraging recognition by community leaders of the Projects philosophy and its importance to particular pupils in our schools.

VII. Expenditures

A. Total amount of funds spent for Project $ 29,113.24

B. Total amount of funds requested for State reimbursement $ 14,556.62

C. Total amount of local funds spent for Project (1 minus 2) $ 14,556.62

D. Average per pupil cost for Project: total project costs (1, above) divided by number of pupils in demonstration group (s) (451 pupils) $ 64.55

VIII. General

A. Project goals or activities that have been least difficult to implement.

1. Academic and cultural enrichment activities were favored by the majority of pupils in the academic high school and in grades 7 through 9, while the vocational high school pupils indicated that the use of community resources for career orientation and subject enrichment were of greater interest to them. Also easy to implement are such "club" activities as Charm and Career Club, F. T. A., Future Business Leaders, etc. These latter activities and similar ones were immensely worthwhile from the point of personal contact, opportunities for belonging to a group, and for personal enrichment.

B. Project goals or activities that have been most difficult to implement:

1. The consensus of teacher-leaders indicated that those activities which resembled routine school work, such as remedial endeavors, were the type of activities most difficult to implement.

2. One of the Project's goals, that of increased opportunities for pupil-counselor contacts has also been relatively difficult to implement this year. However, because of additional funds available for 1964-65 from the State Education Department which are specifically orientated for guidance purposes, we believe that we can accomplish the original guidance goals of this Project.

C. Project activities that have been regarded as most worthwhile by <u>non-Project</u> personnel in the district.

1. Non-Project personnel in Project schools state that Project sponsored remedial work in the various subject areas is one of the most worthwhile benefits of the Project. Also considered of great value was the use of professional and occupational resource persons for career orientation purposes.

2. The Guided Talent Project, as an entity, is considered to be a most beneficial addition to the Buffalo School System by non-Project personnel as well as lay persons in the community. Requests by parents of pupils in non-Project schools for similar services for their children have been numerous.

D. Project activities have been considered most helpful.

1. Responses from pupils appeared to stem from the type of activity they participated in. Those taking remedial work or examination preparation work felt that they were most beneficial. Those pupils involved in enriched work stated that activities centering around their interest were helpful to them. Pupils in both categories indicated that field trips, counselor contacts, and Club activities were activities that they wanted incorporated in their program for the next Project year.

2. Those parents polled stated that they found the visit of the Home-School Coordinator of great value to them. They also felt that counselor contacts, cultural enrichment, and remedial work was helpful to their children.

E. Project approaches and techniques have been adopted by other district schools not participating in the Project.

Administrators of many non-Project elementary and junior high schools have requested that Project funds be allocated to their schools to enable them to initiate similar programs. Their interest centered mainly around remedial programs and information concerning field trips and cultural enrichment activities.

F. The outcomes of the demonstration phase have been so encouraging that the Project Director has been instructed to develop plans for continuation of this activity beyond the demonstration phase.

1964-65 Program

Since Buffalo's program encompasses pupils from the seventh through the twelfth grades, inclusive, twelfth grade pupils will drop out at the end of the school year. Previously screened and selected sixth grade candidates will become active in the program when they enter the seventh grade at the beginning of the next school year.

Buffalo's newest school, Woodlawn Junior High, will open in September 1964. Schools formerly sending many of their graduating eighth grade pupils to East High School and to Emerson Vocational High School will now send these pupils to Woodlawn Junior High School.

Buffalo's Project ABLE will, therefore, organize a ninth grade ABLE group at Woodlawn Junior High School to allow selected pupils to participate in the activities similar to those offered to their peers in other Project schools. Pupils in the eighth grade of feeder schools in the new Woodlawn Junior High School district have been screened for placement in the ninth grade Project ABLE unit at this school.

The screening of Project ABLE candidates from sixth grade pupils in schools feeding into Clinton Junior High School and the seventh and eighth grade section of School #37 has also taken place. Community agencies will again be asked to identify potential candidates whom they have contact with, and to submit the names of these pupils to our screening committees.

The Project, as a result of this adaptation, will involve approximately 500 pupils, 37 teacher-leaders, four school psychologists, and one home-school coordinator operating in five schools during the 1964-65 school year.

1. Procedure Proposed

a. The 1964-65 Program

The Guided Talent Project program for 1964-65 will follow the basic outline of the originally approved proposal with the subsequent incorporated modifications which had been evaluated and found successful, and which have been approved by the State Education Department, together with the extensions, additions and modifications indicated below.

A major extension program to begin in September 1964 has been made possible by an additional grant from the State Education Department. This extension involving group guidance and small group multiple counseling is outlined in Section (1). Additions and modifications to the present program also believed to be essential in aiding selected pupils in achieving the goals of the Project are indicated in Section (2). The added opportunities for contact, individually or in groups, that the counselors and psychologists will be able to have with ABLE pupils and parents during the 1964-65 school year will prove, we believe, most fruitful.

(1) Extension

(a) With the approval of Dr. Leighbody, Associate Superintendent and Dr. Gitin, Assistant Superintendent, and the assistance of Dr. Rossberg* and Dr. Moore*, we have developed an in-service educational activity for Project guidance counselors to prepare them for a scheduled program of group guidance activities and small group multiple counseling sessions.

Although this program will be specifically oriented for Project counselors responsible for pupils in grades 10 through 12, we plan to involve the Project counselors working with pupils in grades 7 through 9 in these sessions also.

The proposed course outline is as follows:

Sessions 1-5

Problems of the Negro in America, Review of Literature in the area of integration and segregation and the implications for education; review of special programs in New York and elsewhere. (Rossberg)

*See Section 2, Personnel

Sessions 6-10
Review of procedures and practices in group guidance and multiple (group) counseling (Moore)

Sessions 11-15
Supervision of group guidance and multiple (group) counseling activities. This includes the utilization of tape recorded sessions and individual and group supervision (Moore and Rossberg - Each work with half the group.)

(b) We hope to develop appropriate evaluative techniques to measure the effectiveness of the above training situation for the Project counselors as well as for Project pupils to be involved in the group sessions.

(2) Additions and Modifications

(a) The addition of another guidance counselor for boys at East High School will enable the counselors to have increased opportunities for individual contact with Project as well as non-Project pupils. This added staff member will also allow more Project pupils to participate in the group guidance and multiple counseling sessions.

These pupils will thus receive the full benefit of these in-service educational activities obtained by the counselors in the new in-service training program.

(b) Greater emphasis will be placed on career guidance and exploration. The Project will use Negro resource persons to demonstrate to ABLE pupils the career areas open to them providing they follow through with the educational requirements necessary for these careers. By limiting the size of the group of pupils meeting with these resource people, as suggested by Dr. Kaplan, it will be possible to stimulate a direct interchange of questions and answers between the pupils and the resource persons.

(c) Parent meetings will be scheduled to acquaint them with (a) the increased opportunities in various careers for educated Negroes; (b) the organization and services of the public schools; and (c) the fundamentals of child development. Resource persons from the University or community agencies will be asked to participate in these meetings.

(d) Project ABLE orientation of pupils in feeder schools by means of audio-visual technique will be started during the 1964-65 school year. A series of slides coordinated with a sound tape is now in the process of being developed.

(e) Increased parental involvement in Project activities will be done by encouraging class visits while ABLE pupils are participating in their voluntary after-school classroom activities.

(f) The use of a school psychologist for after school individual counseling purposes at Clinton Junior High School has proved fruitful. We plan to have the school psychologists of all Project schools available for contacts with Project pupils and their parents, as well as with the guidance counselors and teachers.

(g) If available, speech specialists will be scheduled for activities during the next school year.

(h) Visits by the school coordinators to other Project ABLE and Talent Search schools in nearby communities will be scheduled. These observations of Project activities in operation may give the coordinators new insights that might be of benefit to the programs in their schools. Exchange of experiences among schools may well benefit all concerned.

(i) Increased use of community resources to be correlated with guidance for career opportunities will be one of the primary goals of the Project for 1964-65. There will be corresponding decrease of participation in out-of-school cultural enrichment programs.

(j) The 4-H Club activity now held only at East High School will be added to the programs of the two lower level Project schools. Leaders for the new activities, as with the established program at East High School, will be recruited from interested civic activity groups.

(k) Expansion of the activities of the East High School Future Teachers of America Club will involve tutoring activies, by members of this group, for Project pupils at School #37.

(l) Buffalo public high school pupils won 154 Regents College Scholarships in 1962-63. Of this total East High School with a population of 1750 pupils had three winners. To offset this extremely low ratio of scholarship winners, selected members of the East High School faculty will operate a "College Entrance Clinic" for one week during August to help certain pupils prepare for the next Regents scholarship examination.

(m) A summer counseling activity pilot project will begin in mid-August. Guidance counselors at East High School will have interview sessions with pupils and their parents at the school. If the parents are unable to come to the school, the counselors will visit the homes. These sessions will be limited to pupils in grades 10 through 12. The guidance counselors to be involved in this activity participated in the federal sponsored program for the prevention of dropouts last summer.

(n) A list will be compiled of all former Project pupils who have graduated from, or transferred out of Project schools, or who have been dropped from Project activities. An attempt will be made to contact all of these former Project pupils for survey purposes. This activity, suggested by Dr. Kaplan, will be carried out on a once-a-year basis for the balance of the Project.

b. Evaluation:

Objective and subjective data will be obtained periodically by means of standardized tests, school marks, opinionnaires, questionnaires, anecdotal statements, home visits and progress reports from parents, pupils, and school personnel. Collected data will be used for Project evaluation as well as for teacher and program planning and pupil guidance.

2. <u>Personnel</u>

The director of Buffalo's Guided Talent Project, Dr. Jonah Margulis, is a psychologist. He has been assigned to coordinate the program in the schools. Mrs. Sylvia Tabachnick, the home-school coordinator is responsible for establishing a favorable relationship between the pupil, home, and school. She also makes contacts with community agencies and works closely with those that are involved with the pupils in the program.

The committee responsible for planning and developing major phases of Buffalo's Project include:

Dr. J. Norman Hayes, Associate Superintendent
Dr. Dwight E. Beecher, Associate Superintendent
Dr. Lillian A. Wilcox, Associate Superintendent
Dr. Louis Gitin, Assistant Superintendent
Mr. Thomas J. Connors, Principal, Clinton Jr. High School
Mr. Robert E. May, Principal, Emerson Vocational High School
Mr. Charles McCarthy, Principal, School No. 37
Dr. Robert J. Rentz, Principal, East High School
Mr. William Fairlie, Principal, Woodlawn Jr. High School
Dr. Jonah D. Margulis, Director, Guided Talent Project

The consultants to be used for inservice educational activities for guidance counselors are:

Dr. Robert H. Rossberg, Assoc. Prof. of Education and Psychology; Director of Graduate Programs in Counselor Education, Educational Psychology and Measurement, S. U. N. Y. B.

Dr. Gilbert D. Moore, Assoc. Prof. of Education; Director of N. D. E. A. Institute in Counseling and Guidance, S. U. N. Y. B.

3. Budget

The total estimated excess cost of Buffalo's proposed program for the 1964-65 school year is $49,812.12. This figure represents anticipated expenditures over and above normal expenditures in the areas covered by the program.

A P P E N D I X

Section A	Report of the Home-School Coordinator
Section B	Representative Case Studies
Section C	Continuation of Report of Agency Involvement
Section D	New Activities
Section E	Comments of Parents, Pupils, and Staff Members Letters Press Releases

SECTION A

Report of the Home-School Coordinator

Report of the Home-School Coordinator

Home visits this past year continued to be as integral a part of Project ABLE as they have been since the inception of the Program. Two hundred and forty-eight home visits were made with the dual purpose of describing in detail the mechanics and the philosophy of Project ABLE to parents whose children were newly admitted to the Program, as well as re-visiting parents whose children have been in the Program for more than one year to discuss the following:

1. The purpose of the program and activities that are available because of it.

2. The interpretation of certain interest inventories, achievement, and aptitutde testswith emphasis upon their value in guiding students along the right vocational or professional path.

3. The review of school policies and services.

4. The availability of scholarships and student aides.

5. An explanation of job opportunities available.

6. A discussion of the parents' role in the scholastic and cultural life of the student, and the interests and opportunities for their children.

The message of the importance of education for any level of advancement in contemporary life, dinned through the mass communication media daily, seems to have filtered through to many families described as culturally deprived.

Evidence to support this was apparent in the warmth of the greeting extended to the Home-School Coordinator as she announced the reasons for her visit with a particular family on entering a home.

One instance dramatically illustrates this point. A Project ABLE girl was unable to attend ABLE activities scheduled after the school day. Investigation, as a result of a home visit into the conditions that caused this absence, revealed that this junior high school pupil was forced to assume adult responsibilities around the home which conflicted with the ABLE Program. A grandfather who required constant attention lived with the family and, since the mother worked on an afternoon shift, her daughter had to be home immediately after school to assume the duties of caring for her grandfather. Discussion of the problem with the mother revealed to her that this state of affairs was depriving her child of the opportunity to advance scholastically through Project ABLE. The mother then agreed to change her work shift, which freed the girl to participate in the after school ABLE activities.

Another pupil grew so emotionally upset when she learned she did not have the highest average in the class, that she asked to be dropped from Project ABLE. A discussion with the family revealed an awareness and concern of their daughter's problem. They were pleased to learn that the ABLE program was just as concerned with the development of sound emotional values as it was with scholastic achievement. The pupil promised, after a discussion, to do her very best, even though this may not be sufficient to place her at the head of the class. Parent cooperation in both instances worked toward a solution that salvaged two students for Project ABLE.

Since many Project ABLE pupils are college material, this point was conveyed to parents visited so that this knowledge could be considered and planned for while time still remained. The importance of maintaining a high average to compete for entrance to state colleges and universities was also stressed. The possibility of student loans available today was also made known to these parents.

Parents participated in more of the cultural aspects of Project ABLE, such as attending concerts and field trips, etc., this year than any previous year. It would be difficult to pin-point any one, or even several factors that may have been responsible for this. We in Project ABLE would like to believe that continued exposure to our aims and objectives played some part in this phenomena.

Section B

CASE STUDIES

CASE STUDY

PART I

Report of Guidance Counselor

When G. entered high school, he tested 128 on the Lorge-Thorndike level 4Bv Intelligence Test. Although he was not working to this capacity, his general attitude toward school was good. However, as he moved on in school, his interest wained. His absences and tardiness increased steadily. He began to fail some of his subjects and barely passed others. By the time he had reached his junior year, all indications pointed to his dropping out of school. At the request of his teacher he was removed from French III for lack of interest and continually disturbing the rest of the class.

After a series of interviews with Gary and an examination of his background, G. was placed in Project ABLE. It was learned that his father has not worked steadily for several months. Although the mother is employed as a domestic, the family is receiving aid from the Erie County Department of Social Welfare. The father, however, generally uses the money for alcohol, and it is not utilized for the care of G. and his six younger brothers and sisters. The family has moved frequently from one poor situation to another. The last house the family inhabited was finally condemned by the Health Department because it was infected with rats. The present house is not much better.

Although G. possesses sufficient mental ability to succeed in school, the circumstances which prevailed made this impossible. One of the immediate steps taken was to provide G. with a full meal each school day. Arrangements were made for him to work one half hour per day in the cafeteria in return for free lunch. He did not wish charity, but wanted to earn whatever he received.

This counselor referred the case to the Project ABLE Home-School Coordinator, who made several calls at the home and confirmed the boy's story. After several conferences between the coordinator and the parents, the boy was subsequently referred to and admitted to the Youth Opportunity House, where he now resides.

G. has become very active in several Project ABLE Clubs and after school classes. He also has gone on several tours. During his counseling the possibility of attending college after graduation has been continually stressed. He has been made aware of the opportunities available to him, such as Project ABLE Preparatory Classes, the Regents Incentive Awards, and College Loans.

Since G. has moved out of East's District, he may transfer to another high school if he wishes. However, he has stated that because only East offers membership in Project ABLE , he wishes to remain at this school.

Although only slow progress can be expected in cases such as G.'s, a definite change in attitude has begun to appear. Much of this change and that of the future can only be attributed to intensive counseling and exposure to the cultural enrichment programs of the Project.

CASE STUDY

PART II

Report of Home-School Coordinator

A Negro boy in Project ABLE of above average intelligence was referred to the Home-School Coordinator by the guidance counselor as an under-achiever. Investigation of his home environment revealed such negative conditions that the source of his trouble was immediately discernable. Since a Youth Opportunity Home is now located in Buffalo, the Home-School Coordinator recommended to the family that the boy be placed in this new facility. The mother agreed, but the father did not. The boy was so eager to go that he urged an attempt be made to convince the father. There is no phone in the home, and many appointments to see the father ended in the futility of not finding him home.

When personal contact was finally made, and the situation more fully explained by the Home-School Coordinator, the father stated that he would "think it over". It took three more meetings before the father was finally convinced and gave his consent.

Arrangements with the Youth Opportunity Home were then consummated, and the boy moved there.

Another case that necessitated a series of visits concerned a young divorced mother of three children, one of whom is a Project ABLE student, who expressed regret at not having graduated from high school.

The Home-School Coordinator suggested that he should return to school and obtain the few credits needed for her diploma.

Such an undertaking would necessarily require a serious dislocation in her present routine.

This mother further indicated an interest in going beyond the high school level by contemplating registering at Erie County Technical Institute as an aid towards a higher level of economic employment.

During this period the Home-School coordinator was instrumental in recruiting this mother as an adult leader in an Urban 4-H Program at neighboring East High School. Beyond the usual benefits that accompany such a relationship, her participation within a school environment acted as a stimulant towards her significant decision of returning to school this coming semester.

CASE STUDY

PART III

Report of Psychologist

G. is a well-dressed 16 year old who is very forthright to all appearances. In the early sessions he was very quiet and only answered the questions put to him without volunteering any information.

He has been placed in the Youth Opportunity Home since his home environment was not conducive to academic learning. He is the oldest of nine children and has served as a father figure to the rest of the family since the real father of the family spends his time and money on alcohol.

G. spends most of his free time reading or in counseling sessions. He likes to read so much that he often continues to do so into the night. The consequence of this night reading is often missing school in the morning. He has come to school as late as 11:00 a.m.

His motivation in life is to make money. To attain this goal G. feels that he must go to college. He expects to go to college on a scholarship, but his grades at present do not warrant this. He is concerned about his grades, but they do not seem to be improving.

He views life as black and white. He is very concerned about the hypocrisy he sees about him, especially in the field of religion. He feels that church is a place where people meet to socialize and show off their clothes.

G. could be classed as a "loner", since he seems to have no close friends. He also has expressed the view that he would rather have one close friend than many friends. However, he does not lay claim to having this close friend.

Throughout the sessions the following was pointed out to G. We tried to impress on him the importance of daily attendance in school, the importance of being on time. We also tried to impress him with the idea that scholastic achievement was important to attaining a scholarship. We frequently noted his high degree of realism; but also noted that his black-and-white view of the world was not thoroughly realistic. We tried to show various shades of gray —— one means of this was discussing the book, THE CATCHER IN THE RYE. We tried to show that other teen agers have problems and these problems are not necessarily only viewable in terms of right and wrong, but must be viewed in their own context.

It is hoped that G. has gained some insight into his problems and that he will be able to view these problems more objectively in the future. As the sessions progressed G. did become much more verbal as distinct from the first two sessions. It is also hoped that he will take positive steps to assure his entrance into college rather than the present short term goal of pleasure from reading books long into the night. All of these things have been thoroughly discussed and it is hoped that they can be further implemented in sessions next year.

CASE STUDY

Developing Citizenship through Guidance in Project ABLE

An extremely sensitive and creative ABLE girl came into the guidance office sobbing. She somehow managed to request a homeroom change between sobs, and made it quite clear she did not want to discuss it. She said she knew a change would probably eliminate her from the ABLE program, but she was desperate and had lived with her problem for a long time. She felt she could no longer function under the circumstances.

Over a period of three counseling sessions in which the counselor dealt with her resistance, the girl was finally able to verbalize her problems. It seemed that a very dear school friend, also in ABLE, had, in effect, rejected her for the friendship of another Project ABLE girl. She was crushed and verbalized the hurt she was experiencing and the cruel things they were doing to her. The latest insult, an accusation of stealing, was more than she could bear. She indicated that under no circumstances would she remain in the same homeroom and continue to suffer humiliation. She also stated that she had not intended to expose the girls because she did not want to put them in any difficulty. This remark gave insight into the maturity and sensitivity of this pupil.

As the counseling sessions continued, the girl came to realize the need to understand herself and others and the responsibility she must share in helping the girls who had hurt her to understand what they were doing to themselves and to her. The potentional for growth in the citizenship areas was pointed out as an integral part of the ABLE program. She readily agreed that the counselor should initiate counseling with the aforementioned goals with the other girls.

During the individual counseling sessions with the three girls involved, the whole incident blew up. Threats of violence, obscene letters, and angry accusations resulted.

A group session was called immediately. All three girls agreed to air their differences. In a free, relaxed, accepting atmosphere, they verbalized their hostilities. When their anger was spent, the group leader began to reflect some of the things that seemed to be happening. As the sessions continued the two girls who had hurt the sensitive girl began to show great self-understanding and shame for what they had done to a fellow ABLE student. They agreed freely that they had a lot of making up to do and actually begged for an opportunity to do this.

In paragraphs written about Project ABLE by the girls, they indicated that one of the most important things they had learned from ABLE was how to get along and work with people.

CASE STUDY

Project ABLE

The subject of this case study is a junior girl, eighteen years old. She is an only child, living with both parents; the father being a step-father. M. was born in France and came to the United States when she was nine years old. She has attended schools #90, #91, and East High School.

It is noteworthy that in intelligence testing she has risen significantly, no doubt due to an increase in the facility with which she had learned the English language. In grade five she tested, on the Otis Beta E M 83, and in grade seven, on the California Form 1957, 97. Most recent is the Lorge-Thorndike, level 5 B, 11/22/63, on which she scored 106.

Since entering East High School, M. has attained the rank of junior. Her grades are as follows:

English I	77		El. Algebra	87	
English II	78		Math. 10 (67)	55	
English III	76	(1st sem.)	Int. Algebra	90	(1st sem.)
Ec. World	65		Gen. Science	77	
World History	67		Biology	67	(59)
Am. History	80	(1st sem.)			
Spanish I	91		General Art	89	
Spanish II	82	(1st.sem.)	Basic Art	94	
French III	92	(1st.sem.)			
French I	98		Orchestra	93	

Both her attendance and punctuality records are not good — in a two and one-half year record she has been absent eighteen times and late eighteen times. With regard to personality ratings by her teachers, she has been rated high in initiative, average in leadership and low in seriousness of purpose, industry, cooperation, responsibility, and emotional stability.

Her father is employed at the University of Buffalo as a custodian; her mother does not work. Much of M.'s home life is centered around music and studying. She has a great interest in music and has studied the violin and the cello. Her father also is fond of music and practices nightly on the violin. A European way of life is definitely stressed in the home, language, etc. In various conferences this counselor has had with the father it has been made very clear that they (the parents) definitely stress the way of life in Europe and keep discussing the "old days". The girl spends much of her time alone after school hours.

The problem under consideration for this study is the fact that M. has of late reached a point of depression so deep that her attendance at school has dropped off and treatment from a physician resulted in daily medication being prescribed for her. In many conferences held with this girl, the counselor had to get the following information from her:

1. She feels that no one likes her; that the other students do not have the same interests as she. She feels that for the most part they act "silly" and "stupid".

2. She does not work in class. She complains that she is not able to concentrate and study at home because she has headaches and does not feel good.

3. M. states that she wants to attend college but she has been repeatedly warned that she will find admission very difficult unless her grades improve remarkedly.

4. She has talent in the art field and enjoys working on projects where she can use this ability. She also enjoys music and foregoes lunch so that she can practice. With the money she saves from not eating, M. buys books on art and animals.

The parents became alarmed; she flatly refused to attend school, and took her to Deaconess Hospital. The results of the examination showed that there was nothing physically wrong with her. Therefore, no medical reason was causing her to feel sick and miss school. The feeling of depression is presently being counteracted with pills. M. has since been making attempts to study harder. However, she seems to be lacking enthusiasm for her school work.

Teacher evaluations indicate that M. seeks a great deal of attention in a classroom situation. She will go out of her way to make a point of gaining classroom approval.

The interest that this girl has shown in Project ABLE is very great. This is her meeting ground for being with other members of her own age group. Outside of her participation in the Project, M. is deeply interested in what the Project can give her. Cultural enrichment activities are eagerly sought after by her. At times it has appeared that while in the ABLE activities, this student has functioned in a "normal" manner. The reminder of the time she is a "loner". She is always remaining after school to be with almost anyone who is around.

It can be hoped for that this girl will eventually adjust herself and function in more fruitful manner. In the meantime, Project ABLE will continue to utilize its various resources to help her achieve this end.

CASE STUDY

Project ABLE

Name - A.B.
Sex - Male
Environment — Low socio-economic neighborhood — a culturally deprived area.

A.B. had been chosen for Project ABLE on the basis of his I.Q. (109) — achievement record - Grade 2 - 2.0 2.4 2.6 2.4
" 4 - 5.7 5.2 5.6 4.3
" 6 - 6.5 7.3 8.3 5.8
" 3 - A
" 4 - 92
" 5 - 92
" 6 - 87 - and
his behavior traits as recorded by his elementary school teachers - "feels secure, courteous, even-tempered, happy, well-adjusted, gets along well, likes school, respects authority, neat, very interested in his work".

Favorite subject - Science.

Most difficult subject - Math.

A.B. lives with his parents, four younger siblings, and his grandmother. His father is a butcher and his mother is a housewife. The grandmother has a heart condition.

When first seen in October, A.B. gave the impression of being a well-adjusted boy who was interested in his work. He spoke politely and was able to carry on an interesting conversation. Two months later his whole personality seemed to have changed. There was a drastic decline in A.B.'s attitude and school marks. I felt that no rapport had been established. He now answered in monosyllables; he never volunteered any information. He seemed to have developed the attitude of a defeatist. He had changed from a spontaneous well-adjusted boy to one who was completely indifferent to school and its function. His mood was one of indifference. For example, he did not mark English on his schedule card. Reason given - "I just didn't bother to write it down". He never came to my office voluntarily, only by appointment.

Whenever questioned about any problems or difficulties that he was having he declared that he had none, that everything was fine. He did state that his grandmother (his father's mother) moved in with them. He thought that she favored the younger children. He said that she would take them on her lap and read to them.

In a conference with his mother she disclosed the fact that A.B. had been born before she was married. About two years later she married a different man and had four children by him. She claims that her husband and his mother have always treated A.B. as their own.

A.B. grew up thinking that his mother's husband was also his father. He did not question the difference in last names. His is different from all the rest of the family. He thought that his natural father was his uncle. It was while he was bowling with his real father that another boy said to him, "You think that man is your uncle, but he's not. He's your father".

This proved to be a traumatic experience for A.B. It was after this that interest in school seemed to decline. His mother asked me to talk with him and explain to him how things like illegitimacy happen. She thought that she could not do it. I felt that since A.B. was distant with me at this time and since he was in a pubescent stage of development it would be better to have a man talk with him. I discussed the case with the school psychologist. He agreed to see the boy. After a few sessions with the psychologist A.B. again seemed to have the confidence which he had first shown; but a characteristic which is evident now is that he seems inclined to vacillate.

I haven't as yet determined if he has a hidden need and uses these items as an excuse to come in to me; or, if it is part of his innate character to fluctuate so much. Now, he often comes into the guidance office voluntarily for apparently trivial matters about which he knows I won't do anything. This makes me inclined to think that he is trying to establish rapport with me.

One day he came in to ask about going directly to a high school from the eighth grade. Reason - he wanted to get started in electrical work as soon as possible so that he would have a good background. He was informed that this was possible, and I told him to come in early enough in eighth grade so that he could be processed and admitted to the 9th grade. He does possess all the qualifications for an electrician. Nine days later he was back again. He had decided to change his high school course. I advised him that he didn't have to determine his future now and to wait a while before he made up his mind.

Prognosis -- I feel that the outlook is favorable for A.B. because he has many good character traits and a family who is interested in him. Right now he is a rather confused boy, probably brought on by puberty plus the knowledge of his birth, but he is beginning to accept himself and look to the future.

I feel the fact that he now comes to me voluntarily so frequently will prove to be advantageous to A.B. To me, it means that he is trying to establish rapport and this is the first step towards my being able to help him further.

A.B.'s marks for the second term:

Subject	7th wk.	13th wk.	June Exam.
English	89	80	89
French	77	75	75
Science	90	95	97
Math.	74	70	85
Social Studies	50	70	88

CASE STUDY

D. is a 14-year old Negro girl in our 9th grade. She lives with both of her parents and her two brothers. Her father is a diabetic. One brother attends State Teachers College and her other brother does not attend school (when I first came into contact with D.)

D. has an I.Q. score of 95 on the Lorge-Thorndike. She scores 6.3 in paragraph meaning, 6.8 in word meaning, 6.7 in arithmetic reasoning and 5.4 in computation. Her school marks are in the high 80's.

I first came into contact with D. in a routine Project ABLE interview. Rapport was easily established. She claimed that she never thought that anyone cared until the teachers and counselors in ABLE showed her that they sincerely do care. She was actually shocked when I held her coat for her after the interview and stated that this was the first time that she was ever treated this way.

The following morning she was waiting at my office door when I arrived and asked if she could see me. When she sat down the first thing that she asked me was, "Do you think that I'm crazy?" At this point she burst out crying very hard. I told her that I wasn't qualified to say but would like to know why she asked. She proceeded to tell me of her family troubles. Her younger brother is mentally retarded and constantly rungs around the house screaming, and that she has no place to go where there is quiet so she can study. When she does go into her room, her father accuses her of not loving her brother. When her brother does something wrong, she winds up getting the blame. She claims that she has always wanted to be a nurse so that she could help kids like her brother (former interviews with her regular counselor bore this out). Part of her problem seemed to be that she felt that her parents were blaming her for some of her brother's problems. She did not seem to be a very happy child when you started to understand her background.

I decided that the first thing to do was to check out the story of her brother — why a 12-year old boy should not be in some type of school. I referred this part of the case to the school visiting teacher. His report was that the situation was exactly as she described it. The boy runs around the house screaming constantly. This investigation was done without D.'s knowledge. Through excellent work by the visiting teacher the son is to go to the West Seneca School. Dr. Procyk has sent them a letter of acceptance.

The schoolpsychologist, who also works in the ABLE program, has spent a great deal of time with D., and says that her self concept is improving.

Probably the high point of this case was when D. came to me and told me how her brother was going away to school and that her father said that it was the best thing for him. She also told me that her marks were improving because she was studying better. She seems to be a much happier child.

CASE STUDY

S. was born in Jackson, Mississippi, November 12, 1946. With her parents she moved to Buffalo, N. Y. to enter school #53 in September, 1956. Her grammar school record shows B+ in attitudes.

Intelligence Tests

Grade	Test	C.A.	M.A.	I.Q.
5	Otis Beta	10.5	8.9	88
7	California SF	11.11		87
9	Lorge (4V)			99

Achievement Tests

Grade	Test	Read.	Voc.	Arith F.	Arith Prob.
6	Met. Int. R	4.2	3.3	5.7	5.5
8	Stan. Ach.	7.2	7.1	8.0	9.9

Report Card Trades

Grade 5	
Reading	63
Spelling	55
Arithmetic	75
Geography	76
English	65

Grade 6	
Reading	71
Spelling	F
Arithmetic	86
Geography	78
English	81

Grade 7	
Arithmetic	85
English	80
History	87
Science	94

Grade 8	
Spelling	93
Arithmetic	94
English	88
History	95
Science	89

S. entered East High School in September, 1960 with a college entrance choice but no career decision. Her freshman year she took the D.A.T. The results follow:

Abstract Reasoning	80%ile
Space Relations	90%ile
Numerical Ability	75%ile
Language Usage	32%ile

Her report card grades for the first and second year are as follows:

Grade 9	
English I	74
Algebra	85
Ec. World	82
Spanish I	75
General Science	89

Grade 10	
English II	90
Biology	86
World History	90
Math. 10	81
Spanish II	70

During her junior year S. became a part of Project ABLE. Although S. had been achieving scholastically, she had not participated to any great extend in the extra-curricular activities. She admitted to being shy, lonely, and a feeling of being left out. After joining Project ABLE she joined several clubs and really entered into the spirit of school activities.

Her previous interests had been painting, drawing and reading (solo activities). Now she was becoming social. Her grades did not improve, but her scores from the CEEB, PSAT were verbal 74%ile and Math. 74%ile.

Her senior year found her making a career decision, science; attending the cultural events of the city with a friend; developing a keen sense of humor, and she is one of the few students in school to have never been tardy or absent her complete four years of high school.

Most significant through Project ABLE, by her own admission, she found a friend and associated with boys and girls who liked to do the same things she did. Her appreciation of life has been heightened, and she has been motivated to greater personal achievement through association and acceptance.

CASE STUDY

TWO PROJECT ABLE SISTERS

J. and B. are sisters in the eighth grade. They are both members of ABLE. J., age 13, is one year older than B. and is on grade level. B. was placed in second grade from Kindergarten and spent most of her school life in the same room with her sister. J. has always felt intellectually inferior to her sister, and there has been bitter sibling rivalry. This has been intensified because J. has a very dark complexion and B. is extremely light. Both of these factors were discussed with their mother by the counselor.

As a result of conferences with the mother and counseling sessions with both girls in the 7th grade, J. and B. were accepted into ABLE but were placed in different home rooms. Through counseling, the girls verbalized their discontent, especially J., over placement in the same homeroom and the constant comparison with her sister by teachers and classmates. B. seemed to be fairly well adjusted, but could not understand her sister's hostility at times.

As the year progressed, J. developed a very pleasing personality and did much better academically after test interpretation by the counselor pointed out her strong abilities. She was co-editor of the ABLE school newspaper and was very proud of her accomplishments. At one point, B. asked to work on the newspaper but after careful consideration, the coordinators decided J. needed the spotlight and the chance to shine without fear of competition from her sister. This fear was dealt with in counseling sessions, and seems to be slowly disappearing.

J.'s grades had always been considerably lower than B.'s grades. By the 33rd week of school, a comparison of their grades was made. The results are as follows:

	J.	B.
Math	95	91
English	96	97
Social Studies	92	96
Science	92	98

A comparison of test scores on the Lorge-Thorndike Adm. 9-63 and a retest adm. 5-64 was made. The results are as follows:

Lorge-Thorndike (9-63)

J.
I.Q. - 113

B.
I.Q. - 130

Lorge-Thorndike (5-64)

I.Q. - 127

I.Q. - 134

J.'s teachers have commented about the change in J. academically and in terms of citizenship. They also feel she has developed leadership qualities and has shown great responsibility by working in the school cafeteria and on the ABLE newspaper.

SECTION C

INVOLVEMENT OF AREA AGENCIES

Continuation of Additional Reports of
Involvement of Area or Community Agencies,
Services or Representatives

(1) The Project's "Building Better Citizens" program reported in detail in the 1963 Report, has been expanded to involve one other school this year. Primarily a career orientation program and coordinated with group guidance activities, the program has added representatives of the following career areas to our list of Negro volunteers who will participate in panel discussions, in groups of three or four, in the schools:

technician on open heart surgery team
minister
dentist
disc-jockey
mathematician
mechanic
laboratory technician (cancer research)

(2) The Chairman of the Department of Music of the State University of New York at Buffalo has again donated hundreds of tickets for concerts and other musical programs at Baird Hall.

(3) The Niagara Lutheran Home, sponsors of the Great Artist Series at Kleinhans Music Hall has also donated hundreds of tickets for various programs in this series to Project ABLE pupils.

(4) A Negro professional group donated fifty dollars ($50.00) to be used for the purchase of science equipment for a Project ABLE science activity group at School #37.

(5) The Urban League of Buffalo gave complementary tickets for some of their cultural programs.

(6) The complete library in a mansion that was to be demolished was given to Project ABLE at East High School for distribution to Project pupils.

(7) An East High School Project pupil was placed in Buffalo's Youth Opportunity Home through the efforts of the Project's social worker.

SECTION D

NEW ACTIVITIES

1963-1964

As Project ABLE was about to expand its good grooming and homemaking activity at East High School, the New York State Director of the 4-H Clubs announced the Club's intention to expand its program into the urban areas by modifying it normally rural oriented activities. Therefore, we felt it expeditious if Project ABLE were to take advantage of the 4-H format and the resources of the Home Extension Bureau of New York State by uniting our efforts in working with disadvantaged youth.

After some initial liaison work with the Erie County 4-H leadership, it was believed that a 4-H activity at East High School would achieve the aims of both organizations.

With the cooperation of East High School personnel, a publicity campaign was begun to attract ABLE, as well as non-ABLE pupils who might be interested in joining the 4-H Club program.

The first meeting was attended by more than three hundred girls. Five sub-groups, each to function as a separate entity, were organized. The present membership has stabilized at eighty-two, meeting regularly for thirteen consecutive weeks.

Because the basic plan of 4-H Club organization requires a volunteer adult leader for each club unit (10 to 15 girls), there was a great need for contacting various organizations in the community to furnish capable women interested in leading these clubs. The Central Presbyterian Church cooperated in sending some lay leaders who expressed the desire to work with the East High School students. The Faculty Wives Club of The State University at Buffalo also responded by sending some of its members.

Each of the five clubs at East High School elected officers and chose a name. The first series of meetings was concerned with sewing and homemaking projects. The girls responded enthusiastically to these activities. The second series of programs was devoted to personal grooming and good health habits. Outside lecturers effectively sought out the personal participation of the girls and interest was maintained by the extensive use of visual aids. Some of the topics covered included:

Good Posture and Modeling Clothes
Personal Hygiene
Hair Care and Permanent Waving
How to Read and Tell Stories to Young Children
Hostessing, Table Setting, and Eating Manners
Diet and Food Demonstration
Career Guidance

Resource persons participating in this program include:

School Nurse
Beautician
4-H staff specialist
Cornell University food specialist
Medical technologist (2)
Career Counselor - New York State Employment Service
Cafeteria Manager - Buffalo Public Schools

Many pamphlets concerning the subject area of each session were also distributed to all the members.

Some East High School girl participants represented their school in suburban central area 4-H talent contests and dress modeling sessions. Club members were encouraged in their efforts. It was heartwarming to see these representatives of a culturally deprived urban area do so well as to produce a blue ribbon winner in the dressmaking contest, a talent contest winner, and modeling show.

The entire program was climaxed by devoting a Saturday evening to taking approximately forty-five club members and leaders to a suburban restaurant for a smorgasbord dinner. This thirty-mile trip to the restaurant for many girls represented a small breach in the tight walls of their normal environment.

The success of this activity was based on the obvious meeting of a need of these girls of being a part of a worthwhile group activity. Because of the basic 4-H organization, this activity of Project ABLE offers a wonderful opportunity of widening the cultural and physical environment of the inner core city student.

NEIGHBORHOOD HOUSE TUTORING PROGRAM

Neighborhood House, a settlement house in the vicinity of School #37, cooperated with Project ABLE in the establishment of a tutoring program. The purpose of the program at the outset was to provide special help to those eighth graders who were in danger of failing. The program met with such an eager response from the original group of students and the tutors that it was soon expanded to include any eighth grade student who felt he could use more assistance.

The recruitment of tutors was achieved through many sources. Contacts of Project ABLE administrators at the Buffalo colleges and universities advertised the program extensively in their respective schools. Two private high schools sent many of their honor students to act as tutors. The richest source of lay-tutors was suburban and city housewives who have college degrees and wished to be of service in such an endeavor. Over forty tutors were briefed and finally organized for the program.

The sessions took place Wednesday evening and Saturday mornings. Some students came once a week, while others arranged with their tutors for twice a week sessions.

Parent meetings were also a part of the larger design of the Tutoring Program. A meeting was held at the onset to inform parents of the existence and purpose of the Program. The parents were told that their sympathetic cooperation could help the students achieve maximum results. Their interest and concern was sought as partners of this enterprise.

A second meeting was held to inform parts of the special services available at School #37. Mr. Hawayek, the Assistant Principal in charge of the Junior High Division, and the Home-School Coordinator addressed the meeting. Most of the forty-five parents attending were Project ABLE parents. Lively discussion followed the meeting, and much interest in school matters was in evidence.

A group photograph of the participating students was a reward given to all children who attended tutoring sessions to the end of the program. The photographs were contributed by a husband of a tutor. The students were delighted with these pictures.

Various Directors and Supervisors of the Buffalo School System contributed many supplies for this effort. Books, examination question papers of past years, and pamphlets to help tutors with background material were given by the educators.

The tutoring project was a most successful [illegible] part of the Buffalo School System, a social agency and the faculty at working in concert for the interests of the children involved. An indication of the success is that it did not stop at the end of the school year. Through the efforts of Neighborhood House project ABLE pupils successfully applied for admittance to a special culturally enriched program to be given at the Campus School of the School of Practice at State University College of New York this summer. Other Project ABLE students will also be urged to attend Neighborhood House summer programs similarly designed for leadership training and cultural enrichment.

DRAMATICS CLUB

How can I help children with a cultural enrichment program? What learning experiences can I provide that will be useful to their well-rounded education, but will, at the same time, be somewhat appealing to them and hold their interest? These are some of the questions I asked myself before I undertook an additional assignment with a Project ABLE class. If I could interest them now in reading good plays, immediate and long range effects could be realized, and would certainly be beneficial to their over-all development.

With this in mind, I embarked upon an ambitious project to interest students in reading plays. The plays chosen for reading were, at first, rather light and humorous. "Arsenic and Old Lace" and "The Trysting Place" served as excellent generators of interest.

We began presenting job interviews, disguised in the form of play material, which provided an opportunity to view an applicant, and the impression made by his appearance, manners and his attitude. This was advantageous to their educational progress.

As the group progressed and we began to know each other better, more serious plays could be undertaken. "Much Ado About Nothing", "Cyrano de Bergerac", "The Diary of Anne Frank", and "Our Town" trace the gradual maturity in our reading. I might hasten to add that with the more sophisticated and demanding plays discussion periods would accompany each reading session.

A visit to the Studio Theatre in Buffalo to see "Twelfth Night" was a welcome change from our ordinary meetings. For some of my students in the group, this was the first stage play they had ever seen.

I reflect back upon the relative success of this past year. Both the participants and I have benefitted from the experience. Many of them have inquired about next year, and I look forward to additional and more ambitious successes then.

Eugene L. Bartkowski
Group Leader

SCIENCE CLUB

The East High School Science Club under the sponsorship of Project ABLE has had a successful year, especially in regard to projects and outside trips.

The major trips included one to Rochester where Ward's Natural Science Establishment and Eastman Kodak were visited, a tour of the Republic Steel Plant, and a field trip to Evangola State Park.

The projects done by smaller groups have included making flats and growing tomato plants and flowers to be set out for summer gardens, setting up and caring for tropical fish aquariums, raising and looking at protozoan cultures.

Two items of interest in evaluating the program are:

1. We have had excellent deportment on the trips, and were actually highly complimented on this from Wards and Kodak personnel.

2. Despite a small hard core of initial enthusiasm for these trips when they are being organized, a great deal of promotion and persuasion must be carried on to get sufficient numbers of students to attend. After students have participated they stated that they were very glad they did, but this real struggle to overcome lethargy and initial indifference is a continuing problem for the sponsoring teacher.

James Cadwell
Group Leader

INTERNATIONAL RELATIONS CLUB

In this day and age it is important that every citizen be as fully informed in the field of foreign affairs as is possible. The jet, radio, and television have all brought a note of truth to the old saying, "IT's a small world!" Today, what happens in a country such as Viet Nam, the Congo, et al, holds vital consequences for all of us here in this country.

This Club, therefore, was organized to be an intricate complement to history and current events as taught here at East.

Among the projects scheduled were:

1. Inter-school and intra-school debates on international problems, affairs, and foreign policy.

2. Participation in the Inter-Classroom and School Exchange Program of People-to-People.

3. Participation in the annual United Nations Model Assembly sponsored by the Buffalo Council of World Affairs.

4. Use of the publication, "Foreign Affairs", for discussion.

5. Designated problems dealing with current events in foreign affairs.

Henry G. Klee, Jr.
Group Leader

SECTION E

Comments of Parents, Pupils and Staff Members

Press Releases

Communications from Schools

"There is evidence of decided improvement over the past five or six weeks in academic achievement of the 9th grade Project pupils who make up part of my Algebra class. This improvement seems to be in addition to their previous rate of learning and, therefore, would seem to be a result of your efforts with them after regular school hours in a Project group. These results should manifest themselves in better grades on the June examination for these particular students." (Unsolicited letter)

"I met many nice parents and each one had nothing but praise for Project ABLE."

"I think the meeting with parents, teachers, and pupils was a highlight in the program. I think all of us realized that there is a mutual interest in the Project and we are sure that it will prove very valuable to the community, city, state, and nation."

"The cooperation of the students was excellent in all sessions. After an initial "warming up" period, students gradually became more willing and even desirous to admit to individual weaknesses in the subject."

"Obviously, student attitude toward school and schooling constitutes a major factor in successful and complete education. Since the inception of Project ABLE, student interest in the school itself has increased tremendously. Intramural athletics are at an all-time high. New non-Project organizations, such as the Chess Club and the Camera Club are enjoying increasing popularity. At the beginning of the school year 1960, no clubs or associations were active at Emerson. With faculty encouragement, boys have been staying after school in ever increasing numbers. Since there has been almost no faculty replacement at Emerson, the only new factor introduced has been Project ABLE.....which is responsible for the positive attitude change in Emerson's pupils. (Excerpts from letter to Director)

"It is generally agreed among participating and non-participating faculty members that ABLE'S effect has spread far beyond its members."

. Comments of parents, students, and staff members regarding the Project.

From parents:

"Your work in this respect with these children is greatly appreciated.

"Project ABLE offered the Negro . . . . hope for a better tomorrow."

"My daughter has me taking her to the concerts even when the school isn't giving tickets."

From pupils:

"It is something that everyone should want to take part it." (8th grade)

"I have learned a lot in Project ABLE. The most important thing that I have learned . . . . is working with people." (Junior High pupil)

"I think that Project ABLE is the most interesting thing that a person can participate in." (8th grade pupil)

"....I have found guidance and understanding from the counselors. I have been helped in raising my marks in science and mathematics... you get to know more people on a friendly basis."

".....besides my father and mother, you (guidance counselor) are the only person that I feel has ever cared for me." (9th grade pupil)

From staff members:

".....developed abilities to assume responsibilities and to work with others."

"Under such favorable conditions, students do work and accomplish much that otherwise would never have been brought forth."

"As a teacher in this program, I find the experience pleasurable and satisfying."

"We feel that Project ABLE , now in its third year at School #37, has really become an integral part of the total school program. Membership in ABLE has become a status symbol. Members of ABLE were selected for Student Council and were selected as class officers for the 8th grade graduating class".

".....resulted in better school attendance, better scholastic achievement (honor and merit roll) and less discipline problems for Project ABLE students".

"We have been exceedingly proud of the accomplishments of this year's group, and will continue, more expansively, with next year's group".